Index to Volume XXXIV

Page citations are made to single pages; these are often the beginning of a chapter, section, or running discussion dealing with a topic.

Academic and professional preparation of science teachers: college credits earned, 313; in-service education, in general, 318; in-service education, in relation to the National Science Foundation institutes, 319; personality model for distinguishing science teachers from scientists, 314; preservice education of elementary school teachers, 316; preservice education of secondary school teachers, 317; teacher competence and goals of teacher education, 314

Academic and professional preparation of secondary school mathematics teachers: certification and preservice programs, 324; comparative education, 324; inservice training, 326; media and methods, 328; teacher training recommendations, 322

Accreditation of teacher education, developments in: 108

Achievement: 582

Administrative behavior in relation to organizational character of education: administrative process, 448; development and use of theory, 435; interpersonal perception, 448; leadership behavior, dimensions of, 446; leadership behavior, outcomes of, 446; organizational change, 447; organizational operation, 436; organizational role conflict, 440; organizational role discrepancy, 441; organizational role expectation, 438; personality characteristics of subordinates, 443; personality variables of administrators, 441; values in relation to culture, 444; values in relation to individual, 445

Administrative process: 448

Adults of college age, personality changes in: 604

Advance organizers: 533

Aggression: 581

Alienation and meaningful learning: 525

American learned societies, research on: 107

Analysis of educational concepts: concept of learning, 28; miscellaneous educational concepts, 30; psychological concepts and educational philosophy, 29

Anthropology and education: anthropological consciousness, 73; anthropology in secondary curriculum, 79; anthropology's contribution to education, 72; consciousness, commitment, control, and curriculum, 79; culture and education—conflict and utility of anthropological consciousness, 74; culture and education—crosscultural view, 78

Anxiety: 514

Art and science of school administration: 485

Art education: art talent and art appreciation, 236; school art programs, 244

Art talent and art appreciation, factors related to: age and sex, 244; effects of culture, 240; methods and materials of teaching, 236; personality patterns, 241

Attitudes and opinions toward mathematics: college and university, 351; elementary school, 276; secondary school, 305

Attitudes toward learning materials: 524

Authoritarianism: 516

Binomial-error model: in theory of test scores, 81

Business management: basic references and bibliographies, 478; cost accounting and cost analysis, 478; personnel, 479; service operations, 480

Career Test Battery, factor analysis of: 30

Certification of secondary school mathematics teachers: 324

Child rearing practices and attitudes in relation to personality and social development: achievement, 582; aggression, 581; consistency and continuity, 577; early maternal separation, 579; intrafamilial variability, 576; long-term stability, 574; moral values, 582; role of father, 580; sibling relationships, 578; social adjustment and sex role identification, 584; social class, 576

Church-school relations: church and state in education, 92; policy and practice, 93

Classroom conditions: 520

Cognition and perception: 563

Cognitive abilities, modifications of: 509

Cognitive development: cognition and perception, 563; conservation, 565; enactive, iconic, and symbolic representations, 566; linear, level, and stage constructs, 564; mediation in, 566; stages in, 565
Cognitive structure, intelligence tests as models for: 499
Cognitive style: 506
Cognitive variables: 499
College and university teaching: mathematics, 347; science, 334
College students, characteristics of (Davis study): career plans and processes, 67; demographic factors, 66; personal factors, 66
Community influences on power structures and fiscal policies: 414
Comparative education: anthropology in relation to, 52; church-state issue in relation to, 52; collections of papers regarding, 48; educational administration in relation to, 52; general works and textbooks about, 46; higher education in relation to, 54; history of, 45; in Africa, 51; in Communist countries, 51; in Scandinavia, 52; in Soviet Union and United States, 51; learning and achievement, comparative studies in, 55; parent education relative to, 55; perspectives of, 49; primary school curriculum in relation to, 54; professional education relative to, 55; pupil failure relative to, 53; reference works about, 47; Rickover's writings in relation to, 53; secondary education in relation to, 54; secondary school mathematics in relation to, 308; special education relative to, 53; specialized studies in, 50; statistics concerning, 49; theory and methodology concerning, 45; training of mathematics teachers, 328; yearbooks of, 48
Composition: grammar and usage, 180; lay readers, 179
Composition, handwriting, and spelling: composition, 178; curriculum, 178; handwriting, 180; spelling, 182
Concept formation: in elementary school mathematics, 273; in relation to discovery and verification in secondary school science, 289; in relation to practice and feedback variables, 553
Conceptual changes: 526
Conceptualization and contexts of educational research: conceptual models, 376; theory development, 379
Consciousness, commitment, control, and curriculum: anthropology in secondary curriculum, 79; implications for higher education, 80
Cooperative teaching: 456
Cost accounting and cost analysis: 478
Costs and benefits of education: 425
Creativity: 503
Critical thinking in college and university science: 344
Culturally deprived child: 599
Culture and education—conflict and utility of anthropological consciousness: conflict and discontinuity, 74; implications for education, 75; miscellaneous contributions, 77; social books in relation to higher education, 77; two important books, 76
Culture and education—crosscultural view: 78
Curricular change and development: college and university mathematics, 348; college and university science, 334; elementary school mathematics, 273; elementary school science, 266; secondary school mathematics, 298; secondary school science, 286
Curriculum in relation to political influences: 408

Delay of reinforcement, feedback, and reward: 549
Demand for education, differences in families and communities in: 427
Discovery learning: 535
Divergent thinking: 569

Ecology of schools: 402
Economic and fiscal aspects of education in relation to its institutional character: costs and benefits, 425; demand for education, 427; formation of human capital, 424; occupational structure and demand for human skills, 427; productivity, 430; revenue and expenditure analysis, 429
Educational planning: 471
Educational research, methodology of: 374
Elementary school: mathematics, 273; science, 263
Environmental controls: 472
Equality of opportunity to learn: action programs in relation to, 91; disad-

vantaged children, 89; future perspectives in, 88; quality of segregated education, 87; segregation and integration, 85
Existentialism as educational philosophy: 32
Experimental teaching methods in college and university courses: mathematics, 351; science, 343

Facility planning and business management in relation to organizational character of education: cost accounting and cost analysis, 478; educational planning, 471; environmental controls, 472; personnel, 479; school and class size, 474; school construction, 476; school plant, 471; service operations, 480
Family: influences in personality and social development, 574; membership in, 519; relationships in intrafamilial variability, 576
Father, role of: 580
Federal aid to education: to institutions, 95; to students, 96
Feedback: continuous vs. intermittent, 550; delay of, 549; functions of, 548; misinformation, effects of, 555
Fine arts, evaluation of contributions to: art education, 254; music education, 254
Flexible school: grouping, 461; nongrading, 460; scheduling, 463
Foreign language instruction: effects of, 204; electromechanical aids to, 207; methods and materials in, 204; testing, 207

General-education courses in science: 341
Government and politics in relation to institutional character of education: community, 414; curriculum, 408; legislature, 410; major issues, 405; race, 405; representation, 409; school boards, 416; state and local political influences, 410
Grouping: 461, 541

Handwriting: 180
Historiography and research: areas for research in educational history, 7; function of educational historian, 5; illustrative contributions of new educational historian, 6; sources for educational historian, 6
History of education: appropriate areas for research in educational history, 7; change and continuity in education, 12; child rearing in relation to, 16; education for purpose of leadership viewed historically, 11; excellence and equality in education in historical view, 9; function of educational historian, 5; general histories, 17; higher education in relation to, 16; historiography and research, 5; illustrative contributions of new educational historian, 6; individual and group, relative emphasis on, 11; inequalities in educational opportunities for Negroes, 9; influence of religion in educational change, 15; intellectual and moral education viewed in perspective of, 14; Jefferson's contributions to, 10; progressive education, 13; role of science in, 8; sources for educational historian, 6; textbooks in, 16
Human capital, formation of: 424

Institutional character of education: economic and fiscal aspects, 424; government and politics, 405; schools and society, 399
Instruction, programed: in science and mathematics, 354; response mode as practice variable in, 551
Instructional materials and organization in elementary science: 269
Instructional media and programs in college and university science: programed instruction, 337; televised instruction, 339
Instructional media and programs in elementary school mathematics: contemporary content emphases, 279; programed instructional materials, 279; special manipulative materials, 280
Instructional media and programs in secondary school mathematics: 303
Intelligence, development of: divergent thinking, 570; environmental effects, 568; rate of growth, 568; sex differences, 569; specific mental functions, 570
Intelligence tests as models for cognitive structure: 499
International education: 97
Interpersonal perception: 448
Intrafamilial variability: 576

Language arts and fine arts, evaluation of research reviewed in: concluding state-

ment, 255; fine arts, 253; practical contributions to language arts, 252; theoretical contributions in language arts, 249

Language arts, evaluation of practical contributions to: composition, handwriting, and spelling, 252; foreign language instruction, 253; literature in elementary and secondary schools, 252

Language arts, evaluation of theoretical contributions in: linguistics and psychology of language, 249; listening and speaking, 251; mass communication, 251; theory and model building in reading, 250

Leadership behavior in school, administration: dimensions, 446; outcomes, 446

Learning and achievement, comparative studies in: achievement in children of 12 countries, 56; conceptualization in Japanese and American children, 55; reading performance of German and American children, 56

Learnings by children: achievement in and attitudes toward mathematics, 276; developing specific concepts in mathematics, 275; in relation to ability and achievement in secondary school science, 289; providing for individual differences and organization for instruction, 278; status of concepts in mathematics, 274; understanding of science concepts, 264

Legislative efforts of professional teachers organizations: 106

Legislature, political influences on public education: 410

Linguistics and psychology of language: linguistics, 119; psychology of language, 120; research needs, 123

Listening: behavior in listening vs. ability in listening, 160; bibliographies in, 156; foreign language teaching in relation to, 157; learning in relation to, 159; rapid rates in, 160; relationships in, 157; speech in relation to, 158; teaching of, 156; tests in, 157; visual vs. oral presentations, 159

Listening behavior vs. listening ability: 160

Literature in elementary school: analysis and evaluation of children's literature, 189; children's reading interests, 187; function of the elementary school library, 188; individualized reading in relation to, 191; psychological process in relation to, 192

Literature in secondary school: books, 197; current research studies, 196; doctoral studies, 197; experimental studies, 196; problems of research on literature, 198; status study, 196; verifiable statement, specific example of, 199

Mass communication: aggression and violence in mass media, 216; cognitive dissonance, 212; coordination of research, 211; educational television, 215; effects of television on children, 215; "Great Debates," 218; semantic differential, 213

Mass society, influence on institutional character of education: 399

Massed vs. distributed practice: 551

Maternal separation, early: 579

Mathematics, children's learnings in: achievement and attitudes, 275; concept formation, 273; development of specific concepts, 275; individual differences and organization for instruction, 278

Mathematics in elementary school: achievement and attitudes, 275; children's learnings, 273; concept formation, 273; concepts, status of, 274; contemporary content emphases on instructional programs, 279; development of specific concepts, 275; individual differences and organization for instruction, 278; in-service education, 282; instructional media and programs, 278; needed research, 282; preservice education, 281; programed instructional materials, 279; special manipulative materials in instructional media and programs, 280; summaries and bibliographies, 273; teacher education, 281

Mathematics in secondary school: academic and professional preparation of teachers of, 322; achievement relationships and predictions, 307; approaches and techniques in teaching, 300; attitudes, understandings, and other psychological factors, 305; comparative education, 308; evaluation and effectiveness of topics and courses, 301; evolution of curriculum and trends, 298; gifted student, 308; need for further research, 309; programed instruction, television, and motion pic-

tures, 303; summaries and analyses, 298

Meaningful learning and retention with respect to intrapersonal cognitive variables: cognitive style, 506; creativity, 503; intelligence tests as models for cognitive structure, 499; modifications of cognitive abilities, 509; Project Talent, 503; prospectus, 511; psycholinguistic models, 502; structure of intellect, 500; verbal mediation, 508

Meaningful learning and retention with respect to noncognitive variables: alienation and meaningful learning, 525; anxiety, 514; attitudes toward learning materials, 524; authoritarianism, 516; classroom conditions, 520; conceptual changes, 526; emerging developments, 525; family, 519; membership in socially deprived groups, 516; minority groups, 518; need for achievement, 523; psychological pathology, 513; psychological strengths, 521; realistic learning goals, 522; social class, 517

Meaningful learning and retention with respect to practice and feedback variables: awareness of reinforcing contingencies in verbal conditioning, 556; continuous vs. intermittent feedback, 550; delay of reinforcement, feedback, and reward, 549; effects of prior experience on retention and transfer, 554; explicit response, 552; functions of feedback, 548; historical emphasis on practice and reinforcement, 546; massed vs. distributed practice, 551; misinformation feedback, 555; problem solving and formation of concepts, 553; prompting vs. confirmation, 546; response mode as practice variable in programed instruction, 551; vicarious vs. direct reinforcement, 555

Meaningful learning and retention with respect to task and method variables: advance organizers, 533; discovery learning, 535; grouping, 541; learning sets, 532; method variables, 540; problem difficulty, 540; programed learning, 541; sources of information, 542; task variables, 531; training for originality and creativity, 537

Mediation in cognitive development: 566

Membership in socially deprived groups: family, 519; minority group, 518; social class, 517

Method variables: grouping, 541; programed learning, 541

Methodology of educational research in science and mathematics: behavioral sciences, 375; conceptual models, 376; conceptualizations and contexts of educational research, 374; correlation-comparative studies, 382; experimental studies, 384; instrumentalities of research, 386; multivariate procedures and studies, 385; research methodologies, 380; survey studies, 381; theory development, 379

Methods and organization for secondary school teaching: mathematics, 328; science, 289

Minority group, membership in: 518

Moral values: 582

Music education: environmental influences on development of musical abilities, 223; folk music, 224; history of, 228; instructional materials, 228; miscellaneous studies, 231; needed research, 231; orchestra and strings, 229; perception of musical sounds, 224; personality as related to music teacher effectiveness, 226; psychological concepts applied to musical learning, 229; research-oriented texts, 223; self-tutored learning, 225; sight singing, 227; tests of musical abilities, 230

National Science Foundation: contributions to secondary school science, 286; institutes, 319, 340

Need for achievement: 523

Nongrading: 460

Occupational structure and demand for human skills: 427

Organizational change: 447

Organizational character of education: administrative behavior, 435; facility planning and business management, 470; staff utilization and deployment, 455

Organizational operation: 436

Organizational power, tests of: 107

Organizational roles in school administration: role conflict, 440; role discrepancy, 441; role expectation, 438

Originality and creativity, training for: 537

Peer acceptance, correlates of: 594

Perception in space and perception of

form: comparative perceptual development, 560; depth vs. symbol, 559

Perception of complexity: figure-ground and part-whole relations, 562; pattern, 561; perceptual style—field independence and field dependence, 563

Perceptual and cognitive development: cognition and perception, 563; cognitive development, 563; comparative perceptual development, 560; depth vs. symbol, 559; development of conservation, 565; development of intelligence, 567; divergent thinking, 569; enactive, iconic, and symbolic representations, 566; environmental effects, 568; linear, level, and stage constructs, 564; mediation in cognitive development, 566; perception of complexity, 561; perception of figure-ground and part-whole relations, 562; perception of pattern, 561; perception in space and perception of form, 559; perceptual development, 559; perceptual style, 563; rate of growth, 568; sex differences, 569; specific mental functions, 569; stages in cognitive development, 565

Personality: changes in college-age adults, 604; characteristics of subordinates, 443; in relation to reading, 142; variables of administrators, 441

Personality and social development with respect to cultural influences: culturally deprived child, 599; personality changes in college-age adults, 604

Personality and social development with respect to family influences: achievement, 582; aggression, 581; child rearing practices and attitudes, 575; consistency and continuity, 577; early maternal separation, 579; intrafamilial variability, 576; long-term stability, 574; moral values, 582; role of father, 580; sibling relationships, 578; social adjustment and sex role identification, 584; social class, 576

Personality and social development with respect to peer and school influences: correlates of peer acceptance, 594; correlates of school attendance, 589; developmental trends in, 588; teacher personality and behavior, 590; teaching methods, 593

Personnel: 479

Philosophical treatment of educational issues: 37

Philosophy of education: analysis of educational concepts, 27; definitions of, 23; existentialism as educational philosophy, 32; philosophical treatment of educational issues, 37; values and education, 34

Practice and reinforcement, historical emphasis on: 546

Practice, massed vs. distributed: 551

Prediction of success and achievement: in college mathematics, 350; in secondary school mathematics, 307

Preparation of teachers, academic and professional: in elementary and secondary school science, 313; in secondary school mathematics, 322

Problem difficulty: 540

Problem solving and formation of concepts: effects of prior experience on retention and transfer, 554; misinformation feedback, 555

Professional organizations and education: accreditation of teacher education, developments in, 108; legislative efforts of professional teachers organizations, 106; organizational power, tests of, 107; provision of basic, continuing research services, 105; recent association developments in research, 106; research on American learned societies, 107; state and local association research in education, 105; teachers organizations and research, 101

Professional teachers organizations and research: 101

Professional teachers organizations, curriculum, and research: 102

Programed instruction: response mode as practice variable in, 551; vs. conventional methods in mathematics, 357; vs. conventional methods in science, 355

Programed instruction in science and mathematics: analytical studies of programing techniques, 360; programed instruction vs. conventional methods, 355

Programed learning: 541

Programing techniques, analytical studies of: ability, 361; linear-branching issue, 364; mode of responding, 362; program revision, as function of results, 361; prompting and discovery, 366; structure and sequence of materials, 367

Progressive education: 13

Project Talent: 503

Prompting vs. confirmation: 546
Psycholinguistic models: 502
Psychological pathology: anxiety, 514; authoritarianism, 516
Psychological strengths: attitudes toward learning materials, 524; general strengths, 521; need for achievement, 523; realistic learning goals, 522

Racial issues in relation to institutional character of education: 405
Reading, early: preschool reading, 146; reading readiness, 147
Reading—input, mediating, output, and supporting systems in: 138
Reading in relation to: personality characteristics, 142; sex differences, 145
Reading—methods, materials, and grouping in: grouping, 149; kinesthetics, 147; materials, 148; methods in college teaching, 148; phonics, 148
Reading, theory and closely related experiments in: Initial Teaching Alphabet model, 130; mixed dominance model, 129; speed and flexibility hypothesis, 137; speed and nonoral vertical reading hypothesis, 135; speed and processing time hypothesis, 138; structural linguistic model, 133; substrata-factor model, 131; synaptic transmission model, 128; teaching machine model, 127
Reinforcement, feedback, and reward, delay of: 549
Reinforcement, vicarious vs. direct: 555
Reinforcing contingencies in verbal conditioning, awareness of: 556
Representation in state legislatures, potential influences on educational policy of: 409
Research methodologies in science and mathematics education: correlation-comparative studies, 382; experimental studies, 384; survey studies, 381
Response mode as practice variable in programed instruction: 551
Retention and transfer, effects of prior experience on: 554
Revenue and expenditure analysis in public education: 429
Reward, delay of: 549
Role of father: 580

School and class size: 474
School and society in relation to institutional character of education: cultural impact, 400; ecology of schools, 402; institutional vulnerability, 402; mass society, 399
School attendance: correlates of, 589
School boards: organization and practices of, 416
School climates: student subcultures, 68; variations in, 68
School construction: 476
School plant: basic references and bibliographies, 471; educational planning, 471; environmental controls, 472; school and class size, 474; school construction, 476
School withdrawal: college level, 65; graduate school level, 65; high school level, 64
Science concepts of children: 264
Science in elementary school: analysis of research, 263; children's interests, 266; children's science concepts, 264; curricular development, 266; instructional materials and organization, 269; teaching science, 265
Science in secondary school: curriculum, evaluation of, 288; curriculum, studies of, 286; grade placement of courses, 291; inductive discovery vs. traditional verification methods, 289; instruction by films, 290; learning, ability, and achievement, 289; methods and organization for teaching, 289; National Science Foundation, contributions to secondary science curriculums, 286; science facilities, 292
Science of administration: as emerging science, 488; practical value of theory, 490
Secondary school: mathematics, 298; science, 286
Service operations: 480
Sex role identification in relation to social adjustment: 584
Sibling relationships: 578
Social adjustment and sex role identification: 584
Social class: child rearing practices and attitudes in relation to, 576; membership in, 517
Socialization processes: economically deprived persons, 63; social class, 62
Socially deprived groups, membership in: 516
Social policy and education: church and state in education, 92; church-school relations, 92; disadvantaged children

in relation to, 89; educator as perceived by public, 97; equality of opportunity to learn, 85; federal aid to education, 95; international education in relation to, 97; restriction of freedom in teaching, 98; segregated education, quality of, 87; segregation and integration, 85; society and education, 97
Society and education: educator as perceived by public, 97; restriction of freedom in teaching, 98
Sociology of education: characteristics of college students (Davis study), 66; school climates, 68; school withdrawal, 64; socialization processes, 62
Speech research, interdisciplinary contributions to: chapter subdivisions in six previous issues of REVIEW, 166; conclusions and observations, 174; content from 1942 to 1960, 168; data sources, 169; modes of data selection, 167; suggestions for future, 174; summary of content of six chapters in REVIEW, 173
Spelling: 182
Staff utilization and deployment in relation to organizational character of education: cooperative teaching, 456; flexible school in relation to grouping, 461; flexible school in relation to nongrading, 460; flexible school in relation to scheduling, 463; subprofessional and paraprofessional personnel, 458; technology and teachers, 465
Stages in cognitive development: development of conservation, 565; enactive, iconic, and symbolic representations, 565
State and local association research in education: 105
State and local governmental and political influences: community, 414; legislature, 410; school board, 416
Structure of intellect: 500
Subcultural behavior, impact of: 400
Subprofessional and paraprofessional personnel: 458

Task variables: advance organizers, 533; discovery learning, 535; learning sets, 532; problem difficulty, 540; training for originality and creativity, 537
Teacher education in elementary school mathematics: in-service, 282; preservice, 281
Teacher personality and behavior: 590
Teachers organizations and research: 101
Teaching methods: 593
Teaching of mathematics at college and university level: attitudes and opinions toward mathematics, 351; curriculum and improvement of teaching, 351; modern curriculum in college mathematics, 348; prediction of success and achievement, 350; selection and enrollment of mathematics students, 350; training of mathematicians for college teaching, 347
Teaching of science at college and university level: critical thinking, in relation to, 344; curricular change in biology, 336; curricular change in chemistry, 335; curricular change in physics, 334; experimental teaching methods, 343; general-education courses in science, 341; National Science Foundation institutes, 340; programed instruction, 337; televised instruction, 339
Technology and teachers: 465
Theory of school administration: art and science of administration, 485; development and use of, 435; emerging science of administration, 488; practice value of, 490
Training for originality and creativity: 537
Training of mathematicians for college teaching: 347

Values and education: cultural values concerned with administrative behavior, 444; general discussions of, 34; individual values concerned with administrative behavior, 445; justification of values in educational contexts, 35; teaching values, 36
Verbal conditioning, awareness of reinforcing contingencies in: 556
Verbal mediation: 508
Vicarious vs. direct reinforcement: 555